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ABSTRACT

This study sought to replicate one in Bardwick's 1971 "Psychology of Women" which found that women were strictly interpersonal and affiliative. The expectation was that the traditional stereotypes of affiliative females and achievement-oriented males would not be as strong today as most people believe. Subjects were 465 college students who responded anonymously to a brief prospective survey for which a coding-by-example scheme was developed by the Bureau of Testing to measure need affiliation and need achievement. Of four chi square tests of differences between the sexes in the two needs under two stimulusconditions, only one reached significance, although all differences were in line with traditional expectations. It was concluded that six-stereotypes in regard to these needs are changing in the college population both by men becoming more concerned with interpersonal relationships and women with pride in school and work. The coding instructions and examples are appended for use by other researchers. (BW)

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Bureau of Testing Project: 210

Need Affiliation and Achievement: Declining Sex Differences

Patricia W. Lunneborg and Linda W. Rosenwood

Prominent researchers in the psychology of women continue to stress the importance of need affiliation and the secondary role which achievement needs play in the lives of American women. Horner (1970) feels that individual achievement and femininity continue to be viewed as two desirable but mutually exclusive ends. She cites the lower proportion of women college graduates today as compared to the past and the declining numbers of professional women. She posits that the real barrier to female achievement is a psychological one, the motive to avoid success. If a woman achieves, says Horner, she more than anything else expects social rejection as a negative consequence. This threat to her affiliative needs includes fear of being socially rejected, fear of losing one's friends or one's marriageability, fear of isolation or loneliness as a result of success. In contrast, successful achievement in men leads to their expecting increased satisfaction of affiliation needs. One could certainly hypothesize on the basis of Horner's observations that there would be greater concern with affiliation than with achievement in most samples of women surveyed.

Bardwick (1971) similarly says college men are preoccupied primarily with achievement and secondarily with affiliation, but that in college women affiliative motives are dominant and achievement motives secondary. Indeed, she says that until women become completely secure in their family (affiliative) relationships, they are not psychologically free to pursue work achievements. She contends women perceive the world in interpersonal terms and value themselves only insofar as they are loved by others.

Bardwick cites an informal study to prove her point in which she asked female college students what would make them happiest and what made them sad or angry. She reports that she was surprised that this highly educated group gave entirely interpersonal responses. Things that would make them happy were to marry, to have children, to make others happy. Things that would make them sad or angry were rejection by others, death or illness of someone specific. She contended that not one girl in the university gave an achievement type response to these questions, not one said school or occupational success would be a source of joy or sadness (p. 160).

The present study sought to replicate Bardwick's brief projective survey using college men as well as college women. The expectation was that these traditional stereotypes of affiliative females and achievement-oriented males would not be as strong today as most people, apparently including psychologists, believe. Schaeffer (1971), in commenting on a study of job values and desires which had found that males wanted power and profit and females wanted to help other people, pointed out this same study gave evidence of changing mores--of the cultural stereotypes regarding the sexes giving way to more humanistic expectations in regard to work. He warned that the present-day upheaval of sex-typed behaviors may have changed the variables assessed in this research done in the 1950s. While males today might be more humanistic (affiliative), women would be expected to show the influence of the women's liberation movement which is antipathetic to the "youth culture" and stresses striving, working, studying (Time, 1972).

Procedure

Subjects consisted of 465 college students (279 males, 186 females) tested in undergraduate psychology classes as part of their subject-in-experiments requirements. A one-page H-A-S (Happy-Angry-Sad) survey contained Bardwick's questions, "What would make you happy?", "What makes you angry?" and "What makes you sad?" in addition to biographic items to secure major, class standing, sex, age, and employment status. The only biographic item of interest was sex, but it was embedded in the others to disguise the purpose of testing. Responses were otherwise given anonymously. Male and female student experimenters together read the instructions and collected the surveys on which subjects spent 5 minutes. When results of the study were later fed back to the classes, no subject reported having guessed the variables of real interest.

Fifty cases from an original 515 were randomly drawn for use in developing a scoring-by-example scheme. Using the definitions of n aff and n ach given in Bardwick's book, examples were drawn from these 50 cases to illustrate to raters what constituted scorable responses. Sad and angry responses were combined so that for each subject the rater was looking for the presence or absence of the two needs under just two conditions, happy and sad/angry. Each subject thus received four scores, a one or a zero for need affiliation, happy and sad/angry, and for need achievement, happy and sad/angry. Agreement between raters both of whom scored without knowledge of S's sex was 95.5%. One rater was the first author who had developed the scoring scheme; the other rater was a naive testing clerk who had no information about the study.

The rating examples contained both examples of scorable responses and unscorable responses for each of the four scores. Happy examples of affiliation included "family," "dates," "to have those I love be happy." Not happy examples of affiliation included "people" (too general), "sex," "self-respect," "being appreciated" (doesn't say by whom or for what). Similarly, sad/angry examples of the affiliation motive were any reference to people close to the subject such as friends and parents, besides such words as "feeling left out," "isolation," "having people I love be sick," "when I hurt someone close to me." Not sad/angry examples were general references to death and loss; to qualify for need affiliation the response had to refer to important people is S's life. Thus, unscorable were "people being mad at me," "being taken advantage of," "hurting people," "losing." The example lists were expanded somewhat after the study, adding responses given by the subjects, and are given in Appendix 1.

Results

Of four chi square tests of differences between the sexes in the two needs under the two conditions, only one reached significance ($< .01$ level), that for affiliation-happy to which 46% of the females gave scorable responses compared with 29% of the males, in line with traditional expectations. The actual frequencies were as follows: affiliation-happy, 82/279 males, 85/186 females; affiliation-sad angry, 94/279 males, 75/186 females; achievement-happy, 122/279 males, 67/186 females; achievement-sad/angry, 78/279 males, 37/186 females. Thus tendencies were observed where the chi-squares were insignificant ($> .05$ level) for greater affiliation motive in college women and greater achievement motive in college men. However, such tendencies are a far cry from Bardwick's extreme findings.

As is obvious from the above frequencies, Ss gave lots of other kinds of responses than affiliation and achievement. What did make these college men and women happy, sad, and angry? The bulk of their responses were like those which outweighed power, leadership, profit, and fame in the study of job values on which Schaeffer (1971) commented. Even in the 1950s male subjects valued most jobs which led to self-expression and females valued self-expression above security and "helping other people." Today as well, typical sources of happiness in both sexes were internal and had to do with finding one's identity, defining personal goals, growing in self-acceptance and self-awareness. Typical sources of anger and sadness, again for both sexes, were external--war, pollution, poverty, injustice, overpopulation, ignorance. A common type of achievement response was one which actually is a fusion of both motives, that is, the person would be happiest if he could be good at helping other people, "a rewarding career where I can help others."

But in regard to the relative presence of need affiliation and need achievement in the sexes today, this study presents evidence of the break-down of sex-stereotypes. Important is the lack of statistical significance to three out of the four differences which were in the direction of greater achievement in males and greater affiliation in females. It would thus be more accurate for psychologists to describe college men and women as currently both possessing these needs, with men becoming more concerned with loving and close interpersonal relationships and women more concerned with pride in school and work achievement.

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Time, volume 99, no. 12, March 20, 1972.

Appendix 1

Clerk's Instructions for Coding H-A-S Surveys

Each survey gets four scores, a zero or a one, for finding or not need affiliation and need achievement under two conditions: happy and sad-angry. It is possible that some surveys will receive a zero for all four scores. It is also possible that a survey will get points for all four needs. Record 1 point if the need is present, zero if it is not.

Read through the examples and memorize the definitions of affiliation and achievement as they relate to the happy examples. Score the entire batch of surveys of these two needs under HAPPY first. Then read through the examples and definitions of aff and ach as they relate to the sad and angry examples. Then score the entire pool of surveys again for these two needs under SAD AND ANGRY.

Examples of responses under happy which would get 1 point for affiliation and 1 point for achievement:

To get a good job with enough money to have a stable, happy family

Again, 1 point for aff and 1 for ach under sad:

To lose a good friend, doing poorly in school

Even when answers are flip such as "to be President of the US," score if possible--this example would be ach.

Affiliation motive

Refers to S's need to acquire love and to give love, familial love, love of people outside the family, heterosexual affiliation; the need to establish a loving, intimate relationship, to love and be loved; any mention of or reference to friends or family get scores, e.g., if "my wife had a baby."

HAPPY EXAMPLES

Roommate
Family
Friends
Being with people I like
Girls, girlfriends; a chick; my chick
Someone to care for who also cares for me
Knowing someone cares about me
To meet a couple of people here that would be willing to let me know them
Love
Marriage
Companionship
Affection
Security in love, home
To be with the person I love
Dates
Good relationships
Being with my husband and other friends
Being with people I like
Being successful in personal relationships
Getting along with others
Being desired by others
Being a likeable person
Being understood by those close to me
Making other people happy
To have those I love be happy
Making and sharing in the happiness of others
People trusting me and letting me trust them in return
A certain someone to call
Meeting a groovy person
To feel wanted

NOT HAPPY EXAMPLES

People
Being with people
Security (source unidentified)
Friendly people
Friendliness
Meeting new people
People being happy
Good company
Belonging to groups
Parties
Sex
Self-respect (self-love not affiliative love)
To be secure and stable (personal security, not interpersonal security
A phone call (too general)
Feeling some personal success (too general)
Positive reinforcement
Negative reinforcement
A warm female body
A competent lover
Others sharing my interests (no reference to relationship)
Being treated right
Being understood
Being appreciated
To be accepted for what I am
Understanding and love toward one another (general, abstract, not S's wish to love or be loved)
"If man would come to understand his neighbors and accept them as humans" (another abstract example)
Realizing my full potential
Bringing my sisters and brothers to love Christ

Achievement motive

Refers to S's desire to do something independent of others, according to some criterion of excellence; refers to school work, world of occupations, career achievements; recognition and success for what one does, one's academic or professional role; refers to the wish to succeed in these achievements.

HAPPY EXAMPLES

Job
Money, more money only if earning it is specifically stated
Financial security
A rewarding career where I can help others
Meaningful creative work
To do interesting, productive research
A responsible part-time job
Success
Recognition for a job well done; getting a raise
Being complimented (not being appreciated); admiration by others
If I knew what I wanted to do for my life's work

Working as a nurse
Praise
To be successful
Making up my mind about my career
Learning
To be able to study effectively
Get through school
Doing well academically

To get out of college
An "A" in psychology
Good grades
Solving a difficult problem
To cool all of my classes
Being smart
To be brilliant without effort
To be intelligent
To create
Achievement of a goal
Accomplishing
To be able to help someone
Doing something useful with my life
Fulfillment of my ambitions
Helping those in need
Doing something that makes other people feel good
A sense of belonging to something of importance
To be an independent, achieving person
Becoming a good driver within the year
Economic independence
Helping others especially makes me happy
To be able to eliminate as much injustice as possible from treatments of juvenile delinquents

NOT HAPPY EXAMPLES

"Getting some kind of revelation to know where I'm headed for'
Finding my place in the world
Fulfillment of my needs
Self-appreciation
Material possessions unless tied up to notion of earning them
Nice home, nice car, etc.
Doing my own thing
Becoming the best person I can (personal not ach-oriented)
Working at things I like (note generality)
No money problems
To have the ability to communicate
Getting out of this place (as opposed to getting out of school)

Learning more about myself
Being appreciated
Knowledge, peace, understanding (personal, not job-linked)
Getting the classes I want
Money, more money
Know what I'm doing in school
Know where I'm going in life
Feeling some personal success (too general)
Positive reinforcement
Negative reinforcement
If I could make it to all of my classes all week
To be caught up with homework
Power (unless earned)
Being myself

Affiliation motive

Refers to S's need to acquire love and to give love, familial love, love of people outside the family and to the possibility of losing love, being rejected, losing a loved one, being alone and separated from loving ones, parting from friends.

SAD AND ANGRY EXAMPLES

Family
Mother, father, husband, wife
boyfriend, girlfriend, parents, roommate--any reference to people close to S such as "my husband being unable to discuss things" or "my overprotective parents" or "my boyfriend mad at me"
Feeling left out
Feeling I don't matter to anyone
Loneliness
Isolation
Separation; saying "goodbye"
Being alone
Rejection, alienation; turned down by a chick
Being stood up
Not getting enough contact with human beings
Thinking about people I know and never see anymore
Having people I love be sick
Being away from people I love
To see people die*
Death of my father
Losing someone*
When I miss someone*
Not being loved, liked
People who make no attempt to understand me*
Being let down by a friend
When someone I like puts me down
Things that hurt people I like or love or am close to
When I hurt someone close to me (not just anyone)
When someone I know is sad
When people I know get hurt
Finding myself incapable of loving a person who so deserves it
Meeting chicks w/boy friends (said by male)
My relationships w/other people don't always satisfy me
Not being able to be w/people I'd like to be with

*These are exceptions to the rule that people must be close to S; seeing people die is very intimate just as "understanding" S is deeper than underestimating him.

NOT SAD AND ANGRY EXAMPLES

Losing
Death, sickness (if someone dies)
Narrowmindedness of some people, inability to see things my way
Remarks against myself or things I like
People underestimating me
People being mad at me
When people are hurt and don't deserve it
Sad faces; when someone else is sad
What is going on between people and myself
When I can't communicate with others
Being taken advantage of
Hurting somebody's feelings
Hurting people
Heartless feelings toward others
Backstabbers
People refusing to help others
Not being understood
Personal inability (too general)
Feeling lost and incomplete and insignificant (too general)
Being stagnant--nonprogressive (too general)
Being married
Being hurt

To be scorable: References must be to important people in S's life; "some people" is too general, anyone is unscorable. Person must be close to S.

Achievement motive

Refers to S's desire to do something independent of others according to some criterion of excellence and thus to not succeeding in academics, work, career, to not being recognized for one's accomplishments, to failure in achievement area, to fear of failure in ach; must refer to S's failure (not fear of failure or failure in others)

SAD AND ANGRY EXAMPLES

Studying in vain for hours
Not getting answers correct on a test when I know them
When I do poor on a test
A low grade on a test
When I don't get my projects done
Not being able to study
Wasting my time
Worrying about grades
When I get behind
Not doing what I am supposed to do
Copping out
Failure
To lose
Losing
When I make stupid mistakes; when something wrong about me is pointed out
My weaknesses; knowing that I myself have many weaknesses to overcome
Inability to explain (not communicate)
Inability to cope with a situation; being caught in a situation from which there is no immediate escape or solution
Losing something I should have had a chance of
A feeling of complete helplessness
Being denied something I have earned or deserve
When I let myself down
Not being able to help someone who obviously needs it
Pain in others that I can do nothing to help
Not getting anywhere
Not able to get a job; not being really into some field
Inability to accomplish certain objectives
Wanting to do something I am not physically ready for
Being unable to help someone who depends on you
When others I'm just as good as are doing better
Unsolved problems
Not understanding explanations
Being a neurotic housewife who just watches TV
Having my time filled with things or people I consider a waste

NOT SAD AND ANGRY EXAMPLES

Failure to understand myself
Helplessness (too general)
Tests
No money, not enough money
When I lost things; losing something meaningful (too general)
Incompetence (must be S's)
Desire to make money
Anything I cannot get
Being treated as not competent (hasn't failed)
Being told I can't understand something
Defeat of others I see around me
When I can't communicate with others, say what I want
Being discriminated against at work
Criticism
Frustration in classes (too vague)
Time-consuming busywork
Thought I may not be following best path thru life (what kind)
Realization things in life aren't what you want
Other people's bragging
Selfishness
Poverty
Grade hassles (too general)
Personal ability (too general)
Feeling lost and incomplete and insignificant (too general)
Being stagnant--nonprogressive (too general)